The process of developing a child's self-awareness and motivation

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ABSTRACT

Psychological development of a person, its formation as a person is connected with self-consciousness, self-realization as a physical, spiritual and social being. The development of self-awareness is unique to each child. However, all children usually have signs of self-awareness at the end of the first year of life: the child begins to separate himself or her body from the space that beats him. Further development of self-awareness is related to the child's own perceptions and motivations for their activities in general. Understanding the motivation of their activities can help the child to move to the next level of self-awareness, which is to separate his or her actions. At first the child does not understand himself as a subject of activity.

Keywords: understand himself, self-awareness, motivations, childhood, psychologists, general psychology, child psychology, social psychology, forms of psychological research.

1. INTRODUCTION

Early childhoods say, "Doniyor sakrayapti" and "Sevinch uxlamoqchi". Childhood life is an important stage in self-development. It is during this period that the child gradually begins to distinguish the movement that he previously attached to the subject. This event does not happen by chance. The reason for this is that the child performs his or her previous behavior in new conditions and relocates it to other subjects. The words "I play", "I am dressed", "I am eating" and "I" often occur in the speech of a 3-year-old boy. One of the most important achievements of early childhood was the shift from the use of the word "I" to the expression of a third person.

2. LITERATURE REVIEW

Some psychologists (L.I. Bojovich) even appear at the end of their early childhood and the need for self-realization and the need for self-realization to emerge at the end of their early childhood is the most central new structure. The emergence of self-evaluation among the structures that follow it is crucial for the child's development as an individual. The child's communication with the adult is crucial in the early stages of personality formation, at the end of early childhood and at the beginning of kindergarten self-esteem. The child accepts an adult's assessment because he or she has insufficient knowledge of their own capabilities. In other words, a child will evaluate himself through an adult, through his or her opinion of the child. During this period the child relies entirely on the opinions of adults in self-assessment. Self-portrayals of self-image appear a little later.

3. ANALYSIS

General psychology and Child psychology. General psychology is a theoretical and experimental study of general psychological law, studying theoretical principles, basic categories, methods of psychology. For example, general psychology generates a general understanding of the features of mental activity, types of thought, and operations. Child psychology examines the characteristics and development of your thinking at different age levels. At the same time, he relies on his views in general psychology and uses his methods and categories.

Pedagogy and child psychology. Pedagogy is a science on the laws, and methods of education and upbringing. It reveals the goals and objectives of education and upbringing, and your role in personal development and community life. The cooperation of pedagogical and psychological sciences in the field of human education has a long history. At the time, the renowned Russian educator K.D. Ushinsky emphasized that pedagogy should rely on the achievements of all human sciences to develop a plan for the development of a harmonious personality and that psychology should play a central role. If pedagogy tells you how to teach and educate a child when it comes to learning and parenting, psychology will determine why. For example, pedagogy emphasizes the use of play methods in preschool education and upbringing. Psychology explains that this game is a leading activity in this age.

Social psychology and Child psychology. Social psychology is a network of psychology that deals with the study of the behavior and activities of individuals associated with social groups, as well as the social groups themselves. As child psychology studies child psychology, of course, a group of children does not overlook the relationships that occur between children in this group. Child psychology focuses especially on the study of the child's interaction with peers and adults and their impact on child development. Child psychology is one of the branches of young psychology. Young psychology, including children's psychology, differs from other fields of psychology in that it examines the development and age-related changes in mental behavior rather than the individual. The most important problems of young psychology today are:

1. scientific substantiation of age norms of various psychophysiological functions;
2. determining the criteria and samples of the individual;
3. to determine the real and potential human potential at different stages of life;
4. understanding and scientific predictions of the early stages of human life and its role in future development.

To solve these problems requires deep study of the changes in the psyche at every stage of human life - childhood, adolescence, adulthood and old age. In some cases, the term "genetic psychology" is used synonymously with child psychology. This state cannot be right. Because genetic psychology studies the emergence and development of your mental process. The subject of child psychology is not limited to the development of mental processes.

The development of children's psychology has two main dimensions: theoretical solution of the problem of sources of mental development and the search for more effective methods for studying children's psychology. A theoretical solution to the problems of sources of mental development is the views of the representatives of the main psychological schools and directions that deal with this problem. The search for more effective ways to study child psychology involves developing methods that help them gain more accurate information about the characteristics of children's mental development..

4. DISCUSSION

Principles of the study of child psychology. When studying child psychology, the researcher has to adhere to a number of principles - rules. These principles include: The principle of objectivity requires the researcher not to confuse his or her interpretation with the data. For example, if a child is being looked out of the window during a training session, this is a case report. But to say "the child is neglected" is an interpretation of the event. One must not confuse his / her interpretation of the event itself. Because in the example above, even though the child is looking in the mirror, the tutor may be paying close attention. The principle of objectivity requires that all possible conditions and factors for the emergence of new qualities in the personality and mind of the child be studied.

For example, if a child is often staring at a mirror during the exercise, it is important to try to identify as many possible causes as possible: whether something on the street attracts the child's attention, or if the child is tired during the training; whether the material is familiar to the child, and so on. The principle of calmness and regularity requires careful monitoring of the process of the formation of child psychology and the influence of psychologists and educators. In line with this principle, the following should be done:

a) The place and time of the study should be determined;
b) selection of examiners to be studied in the study;
c) The time and intervals of the study.

Once these points have been established, they should not be excluded, that is, they should not make urgent judgments for any subjective reason, or delay the study. Otherwise the principle of objectivity will be violated.

Forms of psychological research. The study of the child is carried out in two main forms: a cross-sectional study and a research method known as the "cross-section." In a cross-sectional study, a specific psychological process, condition, or trait is studied in different age groups and compares the results of research conducted at different age groups.

For example, D.B. Elkonin studied the characteristics of plot-role games of junior, and senior preschoolers, and compared common law to the development of children's games. In the cross-sectional study, the focus should be on age differences. The smaller the difference, the more likely a psychologist researcher will notice the significant changes in child psychology and personality. Cross-sectional research examines the life of one or more children over a given period of time. The researcher continuously identifies changes in child psychology and behavior as they move from one age to another. For example, if a new program is launched in a pre-school, it may now be possible to identify and conclude the program's impact on child development through a 4- to 5-year study of enrolled children. Longitudinal cross-sectional research is also sometimes called longitudinal research. This form of research is more complex and time consuming.

Basic and auxiliary methods of child psychology. Traditionally, research methods are divided into basic and auxiliary methods. *Basic techniques* - observation and experimentation - can provide reliable information on child development. *Auxiliary methods* - testing, survey, performance study - provide l

5. CONCLUSION

Surveillance is one of the main empirical methods of psychological research, based on the purposeful and systematic perception of mental phenomena. Observation is a process of perception, specially created based on research tasks. Follow-up should meet the following requirements:

1. The purpose of the observation should be clearly defined: what aspects of the child's psychology, behavior and activities are monitored.
2. Observation should be objective: in the observation it is not necessary to record only a particular case, event, subjective interpretation.
3. Observations should be conducted regularly without major intervals.
4. Follow-up should be conducted in such a way that the child does not know it is being monitored. The observing researcher must have the ability to quickly record the observed phenomenon.

The following types of monitoring are available:

- internal observation, external observation and input;
- standardized and non-standardized observation;
- frontal and selective observation.

The main disadvantage of the method of observation is that it is impossible to actively react to events, change them, and re-create the observed state in the same way. However, this method is still one of the main psychological methods.

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